



# THE FIREBIRD FLYER

*Fall/Winter Edition / October*

2023



## THE GSA GRADUATE

### LEARNS



- Messy and curious learner
- Brave risk-taker

### SPEAKS



- Elevates diverse voices
- Advocates for self and others

### ACTS



- Creative problem solver
- Leads for change with empathy

### SEES



- Explores diverse lenses
- Confident in their identity

### CARES



- Cultivates inclusive community
- Embraces a global view





# THEME PARADE!

*Assorted Authors*



## Theme Parade Interviews:

*Luella Fincher-McConnell*

The theme this year was Influential Women in History, and there were some very creative and unique costumes! We interviewed a few GSA students about their costumes.

First, I interviewed the 2nd grader, Vivian. For her costume, she chose to be Simone Biles, an Olympic gymnast. Vivian is very inspired by Simone Biles, because she does gymnastics and really looks up to her. Then, I interviewed Zora in

8th grade. She dressed up as Alice from Alice in Wonderland, a fictional character who explores new worlds. When asked why she dressed up as Alice, Zora said, "Because she's a cool, inquisitive person, and we share the same personality type." Edith also interviewed Audrey Beal, a 1st grader. For her costume, she chose Audrey Hepburn, an actress. Because, as Audrey B. said, "her name is also Audrey, and she's a very cool actress." She looks up to Audrey Hepburn as a role model actress.



# THEME PARADE!

*Assorted Authors*



## We Are All Influential Women

*Coco Kim*

If one were to Google “influential women in history,” hundreds of iconic individuals would appear—iconic and *famous*. Marie Curie, an ingenious scientist who discovered the element radium. Harriet Tubman, a hero who continuously tread dangerous waters to rescue enslaved people. Rosa Parks, who ferociously utilized her most powerful weapon—her voice.

When I was younger, I was shown pictures of these influential women. Their faces would appear in children’s books at the library, or in posters around my elementary school. I would stare at their printed eyes and bright smiles and imagine how they lived and acted. I pictured heroic music swelling in the background, just like a dramatic scene in a movie, as they made their important discoveries. *This*, I had thought, *is what it is*

*like to be influential.*

Years later, I recognize the logical fallacy I had committed. I generalized the most well-known women to be associated with the most influential. By doing so, I dismissed the thousands—the millions—of other women who transformed and revised opinions for the better. Though not necessarily celebrated, that does not take away their accomplishments. I do not know their names, but I certainly know their significance and value. Zora Creed, an astronomy enthusiast and





# THEME PARADE!

*Assorted Authors*



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a current eighth grader at the Girls' School, offers a more in-depth explanation as to why every individual can be influential: "A lot of misconceptions about 'influential people,'" she states, "are that they need to understand enormous amounts of information, [and] they need to have influenced multiple people. But it can really just be as simple as meeting someone and talking to them, and then the way that you acted or interacted with them has influenced the way they think about something." In other words, if I told somebody that mint chip was my favorite ice cream flavor, I would have influenced their perspective on that specific flavor. Whether that perspective is negative or not, I have altered their opinion some way or another.

The personal biases that we consume from our environment and surroundings are always influencing us. As Zora says, "in a way, we're all little mosaics of everyone we've known and ever loved."



When you survey the theme parade, the costumes, and the color, keep in mind "well-known" and "influential" don't necessarily have to correlate.

Though we, as students, might not be influential in history, we are all influential women.



# Are Creative Reuse Centers The Solution To Our Consumerism Crisis?

*Sophia Tames*

We are under an obligation to work to fix the mistakes of our past generations and inform ourselves of everything we can do to help reverse the damages. Perhaps this is too much to ask, and perhaps it will do nothing in the end, but the GSA supports these efforts wholeheartedly. This year, the 8th-grade class has been working with Austin Creative Reuse, an upcycle business, as our community service, and it has opened our eyes to the possibilities of the future of consumerism. The company itself is devoted to keeping usable materials out of the landfill by taking donations of craft materials, furniture, and more, than selling them. They have managed to divert more than a million pounds of reusable materials from landfills, many of which can be seen in the *Día de Los Muertos* altar that the 8th-grade class set up. The company is looking towards a future where people's first instinct is to reuse and consume consciously. You may be wondering, *how does one "consume consciously"?*

Everything we use in our daily lives has had and will have an impact on our environment—plastic or not, biodegradable or not. Typically these products, due to high demand and cheap labor, are manufactured unethically or in ways that negatively affect the environment. Then, when disposed of, they negatively affect the ecosystem. In order to consume consciously, we must be in a constant state of awareness. As grueling as it may sound, we can reach this state of awareness with little effort, as long as we take the time to be conscious of what we are doing and consuming, even if that doesn't necessarily mean we can change it. For example,

we can be aware of the gas used to drive to school and back, and how it affects our carbon footprint—but that doesn't mean we can stop coming to school. The important thing is simply knowing the consequences of one's actions, and making change where it is possible. In taking advantage of reuse centers in your community, you can help break the cycle of unethical and anti-environmental production and disposal.

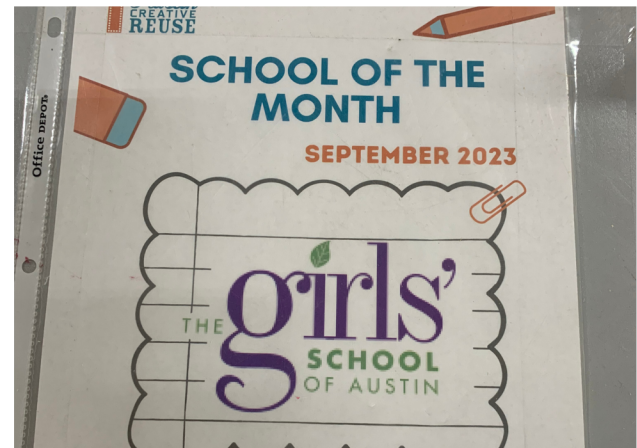
America's consumerism crisis is no secret. Companies like Shein, Amazon, and Target make it easy for anyone to purchase anything for a cheap price and to discard it even after it's still useful. According to Paul Nickelson at National Geographic, plastic production is set to quadruple by 2050, and to make matters worse, all this consumption is absolutely unnecessary when there are islands of waste: clothes. How many of these materials could have been reused? We cannot forget that with each product manufactured, our carbon footprint rises, more fossil fuels are mined to keep up with production, and Earth grows more weary. Repercussions of this reckless consumption are already being recorded by humans. For example, deserts and droughts are engulfing entire cities. Although facing a steep road ahead, Austin Creative Reuse is doing its best to hold out hope for our future.

The company opened their first official reuse site in 2015, led by a team of people searching for a way to craft sustainably. According to them, "Our vision is a community that consciously consumes and chooses reuse as a first choice when evaluating the need for personal or project materials. Through the discovery of the reuse of an object, a

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person will learn to evaluate use and purchase decisions based on the whole lifecycle of the object.” By promoting this idea and working hard to advance their project, the originally 100% volunteer-run organization managed to grow into an 11,000 sq ft building and a team consisting of over 50% of employees.

Through supporting Austin Creative Reuse, you can be part of a shift away from irresponsible consumerism. Some of the things that you can purchase at Austin Creative Reuse, rather than buy new, are school supplies, jewelry-making supplies, fabric, set design materials, and so many more creative—as well as useful—products. We must all do our part to change the world around us to be more conscious, and I would highly encourage you to visit the incredible nonprofit that is Austin Creative Reuse. Always remember to think carefully about the things you are using, how you got them, and where they are going... and who knows, maybe creative reuse centers are the solution we’ve been looking for.



# Using the Bullock Museum to Understand Our Garden of History

*Zora Creed*

We are a garden and our histories are our roots.

...And we've come to a point in time where we're becoming more and more aware of how certain plants in our garden are more invasive than they are truthful and/or helpful. Therefore, we've started to pull these plants from the ground. By no longer thinking about these "unhelpful" plants, by tearing them from our ecosystem, we think that we are doing good.

Yet we forget that, by ignoring these issues and no longer talking about them—by ripping the plant from the ground—we're still leaving traces everywhere: root fragments remain buried feet beneath the surface. The Bullock Museum, an Austin-based museum dedicated to Texas history, is—much like many other places—trying to change our garden. It is slowly starting to add new plants to the mix, plants that *should* be here. Stories that were forgotten. It's also telling the truth about the stories that we would normally ignore nowadays.

One of the ways it's doing so is through its African American Art: Works on Paper exhibit, which students from the GSA recently explored. From the fourth grade learning about Texas history to the seventh grade focusing on United States' Theirstories, the exhibit has multiple points of relevance across the GSA's classrooms. In late September, grades 3-8th had the chance to go to the Bullock Museum and see this exhibit in person. This experience offered students a chance to reshape their perspectives on history just as much as art. In an interview, Dr. J, the 7th-8th Grade Humanities teacher, expressed that this very reason was why he suggested the school go

on this field trip. He said: *One of the goals that I have when I'm teaching Humanities here at the GSA is to expand students' idea of what constitutes a text... Historically, people tend to associate English classes or language arts classes with strictly written text[s], and my hope is for students to be able to see that everything can be viewed as a text; so you can apply the skills that we're learning in class, the analytical skills, to something like a painting, and in that way, we're creating a culture of interdisciplinary work.*



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The exhibit, which closed Oct. 1, 2023, did just that: it allowed space for interdisciplinary studies by merging art and history.

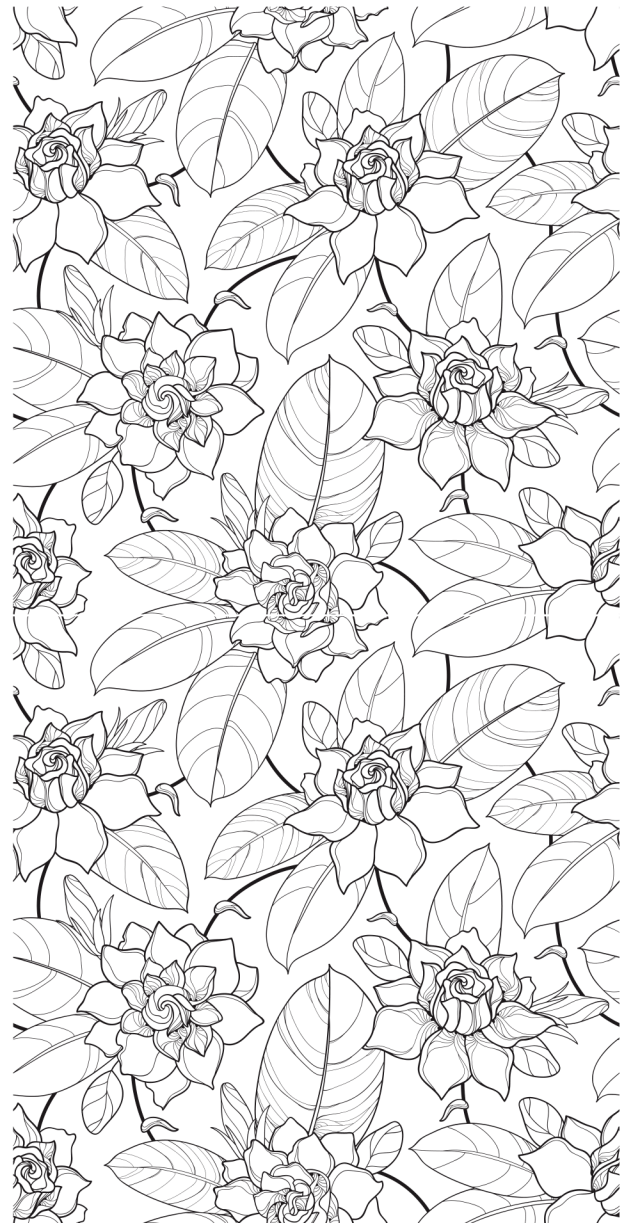
*But what are interdisciplinary studies?*

Typically, they can be roughly defined as any study that we have formed from two separate branches of knowledge (e.g., science and art); however, they are far more complicated than that, which makes it difficult to extricate the *whats* and the *whys* from the bigger picture. I was interested to know the opinions of students who went on the field trip, and because United States Theirstory is what the seventh grade is currently studying in humanities, I thought it might be beneficial to hear from someone from this class. Bailey, an avid space enthusiast and seventh grader at the GSA, suggested that “Art [is] another way of showing how someone is feeling; there were a lot of documents written and there were a lot of things that happened [in history], but sometimes a piece of artwork can almost convey that more... I do think that it (the exhibit) will affect history, especially if we do another field trip like this—to kind of see another perspective from art (etc.)” In other words, if we can begin to incorporate art into our studies of subjects such as humanities and science, we’ll be enriching our understanding of these events, not just with facts, but with emotion. Because what is the universal language (other than science)? Art. “Art is a vehicle to interpret struggles... Some of the works made me quite emotional and I felt quite inspired—it was a reminder to me that art is a universal language,” Ms. Melear, the K-8th art teacher at GSA who organized the visit, stated after being asked why she thinks this exhibit is important.

Throughout history, people have done things, both bad and good, for causes that we cannot always even begin to fully understand.

However, there is one thing we can do to help our garden thrive: grow and adapt. We don’t need to plow over unfortunate events, nor do we need to scrap them from our history books. Instead, we can change the way we think about history; we can plant new seeds that can tell the truth about our stories. Above all, we don’t need to let rotten plants poison the rest of our garden. We get to decide how we change history. *We* get to control what happens to our garden.

After all, it only takes one seed.





# Middle School: What's Up Upstairs?

*Luella Fincher-McConnell*

This year, all the middle school classes dived right into learning! A few of the things they've been learning about are the slave trade, artificial intelligence, and different time periods in history.

To start off their first year upstairs, the fifth grade is learning about American History, focusing mostly on the American Revolution. In math, they are working on their golden ratio projects. In early October, they went to Ranch Romp for the first time. Their favorite part of the three days was the big zipline, but they also really enjoyed the rafting activity.

The sixth graders went to Ranch Romp for the second time, and their favorite part was, like the fifth grade, the zipline. In Math, they've been learning pre-algebra. In Humanities, they have been learning about the U.N. Sustainable Development Goals, and they are also learning how to diagram sentences.

Seventh grade is reading *How the Word is Passed* in Humanities and is working on their unit about the slave trade. They're focusing on getting stories from both sides and finding the most accurate one. In science, they finished designing their "Wanted Disease" posters.

In Humanities, eighth grade is reading and discussing *Hard Times* and *Frankenstein* and using those texts to dive deeper into the concept of artificial intelligence. They are also writing their creative and critical essays to submit to Scholastic. In science, they are learning about the Periodic Table and elements, and in Spanish, they are learning about sustainable fashion, *Día de los Muertos*, and are preparing for the National Spanish Test.



## To My Grandparents:

*Lila Kenigsberg*

I want to thank my grandmother, Abby, for being kind to me and tolerating me when I'm in a bad mood. My grandfather, Ken, for being kind and patient, even though he passed away. My Bubbie, Wendy, who always listens to what I have to say. My Oompah, Mel, for teaching me everything even when I was very young.

COMING UP: GAMES ON NEXT PAGE!

# Games Section!

Welcome to the Firebird Flyer games! We have 4 amazing games to play in this edition of the newspaper.

**The Crossword:** A fun choice for word lovers.

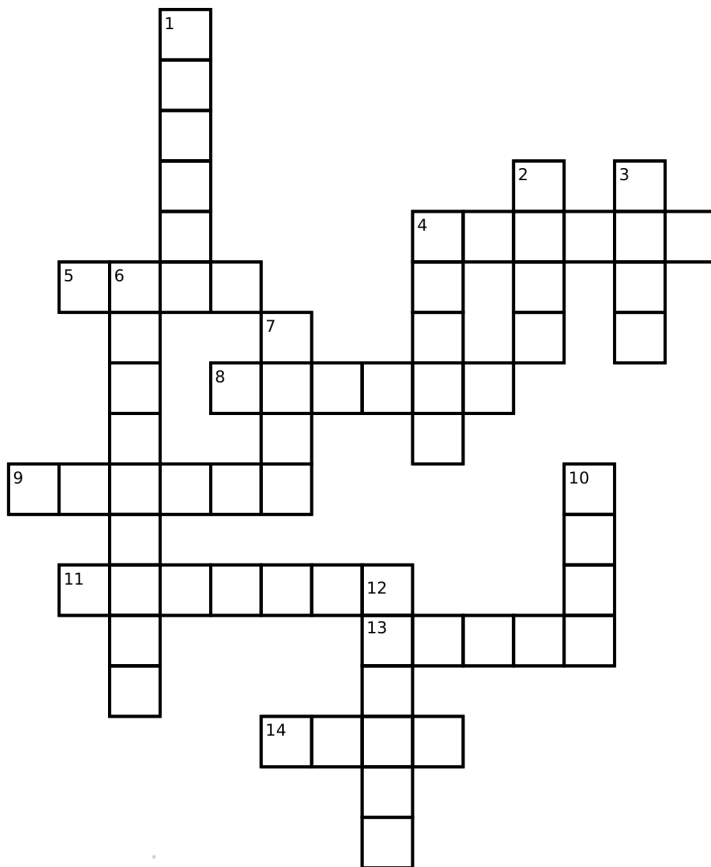
**Vibrant Voices Trivia:** Best for people who enjoy history.

**Tic Tac Toe:** Play if you love simple yet exciting games.

**Word Search:** Recommended for observant people.

## Crossword Puzzle:

*Lila Kenigsberg*



### Down:

1. Third word of the school song
2. The shark movie by Stephen Spielberg
3. If you feed me, I will grow. If you water me, I will die. What am I?
4. I am a less sweet doughnut
6. The first person to step on the moon
7. 12 o'clock
10. Check \_\_\_\_\_! (Hint: chess term)
12. Vegetable that vampires hate

### Across:

4. The biggest country in South America
5. Baby cow
8. \_\_\_\_\_ retriever (Hint: dog breeds)
9. Baby cat
11. Last name of the author of the Harry Potter series
13. A software company (Hint: think of fruits!)
14. The world's longest river

*Answers: 1. School, 2. Jaws, 3. Fire, 4. Bagel, 5. Calf, 6. (Neil) Armstrong, 7. Noon, 8. Golden, 9. Kitten, 10. Mate, 11. Rowling, 12. Garlic, 13. Apple, 14. Nile*

# Vibrant Voices Trivia

## Instructions:

Circle the correct answer. Try your best! Think of costumes you might have seen at the Theme Parade.

### RUTH BADER GINSBERG

- a. Supreme court justice
- b. Lawyer
- c. None of the above

### MARIE CURIE

- a. Vice president
- b. Scientist
- c. None of the above

### MALALA YOUSAFZAI

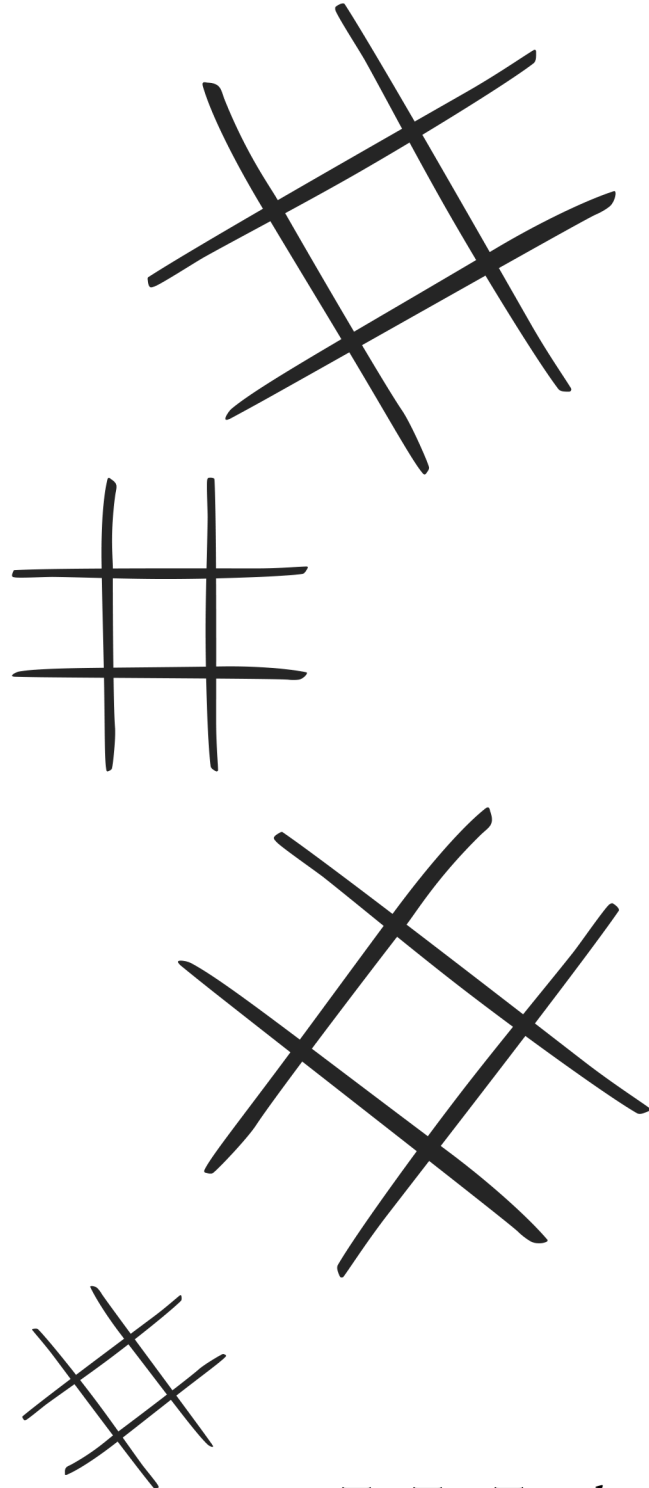
- a. Activist
- b. Veterinarian
- c. Painter

### JANE GOODALL

- a. Actress
- b. Singer
- c. Zoologist

### ROSA PARKS

- a. Designer
- b. Actress
- c. None of the above



*Answers: 1. Supreme Court Justice, 2. Scientist, 3. Activist, 4. Zoologist, 5. None of the Above*

*Tic Tac Toe above!*

# Word Search:

By Layne Long

Q S R E D I R P Z B E S  
D T N E V I B R A N T J  
F N O F E S L C K P A Y  
I E T E M T P J I B C H  
R R E M N N N H I O U P  
E A B A Z M S U M F D M  
B P O L K D U M L P E U  
I D O E N K U T F O N I  
R N K E A N C S U L V R  
D A I O I P Y V X A A T  
Y R W T T N E G I L I D  
F G Y H R E W O P M E N

VIBRANT	COMMUNITY	VOLUNTEER
PRIDE	FEMALE	FIREBIRD
AUTUMN	GRANDPARENTS	TRIUMPH
EMPOWER	EDUCATE	FRIENDSHIP
NOTEBOOK	DILIGENT	

Q S R E D I R P Z B E S  
D T N E V I B R A N T J  
F N O F E S L C K P A Y  
I E T E M T P J I B C H  
R R E M N N N H I O U P  
E A B A Z M S U M F D M  
B P O L K D U M L P E U  
I D O E N K U T F O N I  
R N K E A N C S U L V R  
D A I O I P Y V X A A T  
Y R W T T N E G I L I D  
F G Y H R E W O P M E N

VIBRANT	COMMUNITY	VOLUNTEER
PRIDE	FEMALE	FIREBIRD
AUTUMN	GRANDPARENTS	TRIUMPH
EMPOWER	EDUCATE	FRIENDSHIP
NOTEBOOK	DILIGENT	

# Then and Now

*Aryn Orman*

Throughout the years, the Firebird Flyer has been a key part of our school, and now, we will continue it's tradition, in new ways. As the new school year has started and electives have begun, the Firebird Flyer has been constantly busy with changing. Whilst we have been keeping the idea of the newsletter in past years, we have evolved in many new ways.

In the past, Firebird Flyer was not an elective, and students had to participate if chosen. The authors of the articles featured in the newsletter changed every time a new issue came out, as well as the fact that there weren't specific jobs, such as photographer and formatter. The communications director at the time would edit and photograph for the paper. It would rotate between three grades: 8th, 7th, and 6th, but there was no option for 5th grade and below to do it. The kids participating as authors would partner up and write an article of their choice, then send it to the communications director. Since then, so much has changed.

Currently, every single student in our elective has a job that they get to choose and at least two articles that they work on with one other student. We all have separate jobs, such as formatter and publicist. As we have changed, we have become more independent and more trustworthy with our schedule, as well as prioritizing our students' ideas.

Since the beginning, we have been writing articles. Our writing along with several of our articles have been mutating since the very start of the Firebird Flyer. We hope this issue inspires our readers to serve their community.



## 7th Grade Service Learning

*Anishka Ramanujam*

A few Fridays ago, the Seventh Grade class hopped on the bus and drove 45 minutes up north to Safe in Austin, a sanctuary dedicated to saving kids who have been faced with trauma and neglect by pairing them with animals in a similar situation. Right as we got off the bus, we were greeted and told all about Safe in Austin and their mission statement. We were then introduced to Jamie, who is the founder of the ranch. She was accompanied by a young boy who is the perfect example of someone who has benefited from Safe in Austin. Though born with multiple disabilities, which Jamie likes to refer to as “superpowers,” he told us how much being with the animals and the environment of Safe in Austin has helped him. His reflections allowed us to clearly see Safe in Austin’s mission and goals.

The reason we all went to visit Safe in Austin is because of GSA’s commitment to service learning, which is a vital part of education. It’s extremely important because it’s a way for us, as a school, to put into action all the concepts and ideas we have learned about from SEL throughout the years. It also helps convey to young girls what being an activist is. It helps explain how charity isn’t the same as volunteering. It’s not about saying you will do something or posting about it, but doing something to prove you actually care about a certain cause. For Safe in Austin specifically, it’s a good way to incorporate what we have learned from all of our past experiences in previous grades and give us an idea about how it feels to be committed to a cause deeply. We can see a place where someone is immensely dedicated to making an impact on our community. After learning about Safe in Austin and its mission,

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we headed up to see some of the animals there. We saw a range of animals from exotic birds to horses and cows. Some of their superpowers stood out more than others, such as Peaches the pug. Peaches' superpower has been causing a gradual paralysis of his hind legs. This makes it hard for Peaches to stand up and keep up with all the other animals. It was very impressive to all of us to see how even an animal whose legs aren't functioning that well can still play and make the most of everything. Other animals that caught our attention were two particular goats. One of them was blind and couldn't see, so the other would wear a bell. This way, the blind one could follow the other around and they could still play. Overall, all of these animals inspired us to go out and live life to the fullest regardless of struggles or differences.

At one point, I got the chance to sit down with someone who volunteered there and interview him. His name was Everett and he has been volunteering at Safe in Austin for about two years now. Similar to many, Everett discovered Safe in Austin on *Queer Eye*. Being someone who had struggled with mental health in

the past, Everett was quick in signing up to volunteer. He describes his experience there as “a lot of hard work but also a lot of fun times.” He also mentions how every little moment there has inspired him and put so much into a new perspective. He also talks about how easy it is to fit in there due to the peaceful and judgment-free community. Overall, Everett is a great example of someone who has helped improve Safe in Austin as well as benefiting from the experience himself.

Even after a single visit, I was immensely inspired by Safe in Austin. Seeing Jamie's incredible work ethic and commitment to Safe in Austin was so motivating. It also helped put so many things into perspective. When you are there helping kids and animals, you truly forget about all your other problems.

In conclusion, Safe in Austin made a huge impact on me and I encourage you to volunteer as well, not only for them, but for yourself.

The Seventh grade will continue to keep visiting and volunteering at Safe in Austin for the remainder of this year. We look forward to learning more from the kids and animals there and expanding our knowledge and ideas.



# Dungeons and Dragons

*Layne Long*

Since their start in 2021, electives have become a staple of the GSA community. There have been many electives offered over the past few years, but no elective has imbedded itself into the GSA community like Dungeons and Dragons has. Since the very beginning, D&D has claimed the spot of the “fan-favorite” elective. Dungeons and Dragons is a tabletop role-playing game beloved by people all over the world. In this game, a group of characters will work together to adventure through magical worlds and defeat monsters in combat.

In the Fall of 2019, Ms. Heaton was in grad school at UT, and her friend was starting a Dungeons and Dragons campaign, so she decided to join it.

Now, I’m sure you all know what happened in March—all of a sudden, everything shut down and you could no longer go anywhere or talk to anyone in person. To avoid dying of boredom,



Ms. Heaton, her husband, and a few of their friends decided to form a little group where they played D&D, and from there they just fell in love with the game.

Now, you might be wondering, “where did the idea for a D&D elective come from?” When electives started, they were presented to the staff as a way

to share their interests and skills with students in a less academic setting. Ms. Heaton had the idea to share D&D with the GSA, and the rest is history!

The way the game Dungeons and Dragons works gives you a layer of separation between yourself and the character you play. But no matter how good of an actor you are, you’re bound to put some of your own characteristics and personality into your character. So, having to make spur of the moment choices and actions in character can actually *help* you implement some of those behaviors into real life. Your skills in rational decision making as well as teamwork can grow by playing D&D. But besides the obvious skills, your self-confidence can also grow due to having to put yourself—and your character—out into the world and act unapologetically like your character.

Ever since Ms. Heaton introduced the elective to the community, D&D has taken over the imaginations and minds of many GSA girls. This game teaches you that you are free to make your own path in the world, and the importance of teamwork in a community. Dungeons and Dragons has been played for many years in places all over the world, but I believe that the GSA is slowly making it its own and introducing a new generation of imaginative players to the world.



# What's Going On In Lower School?

*Anishka Ramanujam*

During the last two months, the Lower School has been hard at work. From long division to a homemade sprinkler system, they have certainly been keeping busy. Meanwhile, the Kindergarteners are working on their first writing project! They are learning different words to describe leaves, while also working on a fall picture book. In First Grade, the students are discussing mindfulness by acknowledging mindful listening, and will soon move on to making mindful observations and mindful tasting! They are also studying light and sound, which has led to some fun experiments. In Math, they are learning all about 2-D and 3-D shapes, as well as talking about patterns. I'm sure the next couple of weeks will only bring more enthusiasm and excitement!

In some of our older classrooms, we have the students buzzing with excitement. The Second grade has their hands full from learning how to add and subtract by stacking numbers! They are also learning all about different types of matter, and the differences between solids, liquids and gasses. One of Maddie's favorite parts of science class is all the experiments and creative projects. They learned how to make a sprinkler out of a cup, some tape, a straw, and a pair of scissors. "I can even make it at home!" Emmie said as she



explained this very enthusiastically.

We have the Third graders, who are also loving their fun science activities. So far, they have experimented with trying to get an index card



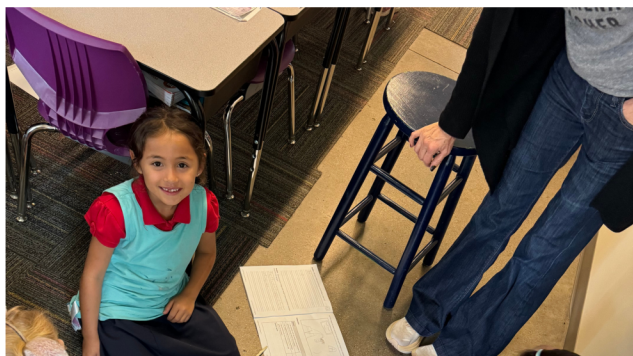
around their body with no hands and even stacking cups with rubber bands! One time, they even used marshmallows, which Fiona seemed to really enjoy as she said, "We even got to eat them!" In Social Studies, they are in an Indigenous Peoples' unit, where all the girls got into groups and chose an Indigenous Tribe to research. As if that isn't enough, they are also studying the fantasy genre in LA and doing a novel study over *The Wild Robot*. I don't know if even the parents can keep up with all of this!

The Fourth Grade is learning a lot about the rainforest. Tied into that, in LA, the girls are writing a rainforest story. "I really like it 'cause I've never made a real story before!" Sahana says as she excitedly talks about her story. One of Poppy's favorite subjects is math: "We experiment with different numbers and it is really fun and different from the other grades!" Not only are they doing long division and multi-digit multiplication, but they are doing so many fun



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math word problems. Another special part of Fourth grade is their weekly visits to TSBVI. Every Wednesday, all the girls get to go to the campus and play with students there. It has been such an inspiring opportunity for all of them and they all really enjoy it! This is only one of the many things for all the other lower schoolers to look forward to!



## *Día de los Muertos: The Sacred Mexican Tradition*

*Sophia Tames*

Some of you may have noticed the colorful decorations that, as of recently, adorn the office. The eighth grade arranged these as a tribute to the Mexican holiday, *Día De Los Muertos*. During October twenty-seventh through November third, different regions of Mexico celebrate as a way to honor those who have passed on. It is traditional to construct an altar, like the one the eighth grade made, and to decorate these with marigolds, known as *cempazúchitl*, as well as the favorite food of the deceased, photos, and more. During the night of the celebration, candles are lit, people dance in skirts of bright purples, teals, reds, and yellows, and it is truly beautiful. The holiday itself encourages a nature of appreciation, and maintains the idea that by understanding death, we can live a more complete, and fulfilled life. *¡Feliz Día de los Muertos!*



# Get To Know Ms. Harris!

*Sophia Tames*

As the GSA adapts with time, classes graduate, the campus changes, and we have the privilege of encountering new teachers. Ms. Harris, a recent addition to the staff as of 2023, teaches third grade. Her sense of calm and simplicity first strikes you when you spot the colorful names of all her students on her door, then engulfs you when you step into her minty and eucalyptus scented classroom. The open philosophy that she applies to her teaching prepares children as a whole, instead of with a strictly scholarly mindset, and sets all of her students up for success in areas exceeding those of traditional academics. This outlook is reflected in her admiration of the GSA, where the arts, as well as mental and physical health, are an integral pillar of our community.



## **What inspired you to become a teacher?**

“I had always known I had wanted to be a teacher. I was a camp counselor all through high school and college. It was just something I had always wanted to do.”

## **What are you bringing to the GSA?**

“Since I’m still new to the GSA, I obviously think that I’m still learning more than what I’m bringing, and it’s been really really nice to be in a place where music and art are just as important as math and the sciences. I’m still finding what my special thing will be, but right now, I’m still kind of basking in the joy of the GSA.”

## **What are your goals as a teacher?**

“I just remember thinking that I wanted to create a welcoming environment for all students, like maybe if they were a bit more shy, or had a different learning style.”

## **What shocked you about the GSA?**

“I would say the eloquence, especially with the older girls, for which they speak.... I think it was our very first community meeting when Ms. Yacono asked, ‘what can we use our voices for?’ and I think it was a lower school kiddo who raised their hand and said protesting, and it wasn’t a planned response, it just came from such a great culture of raising humans.”

# Student Cabinet

*Edith Holland, Aryn Orman*

The Middle School recognized that we wanted to be more involved in our community and in the decision making within the school. So off of that, the Student Cabinet was created. 7th and 8th graders who wanted more service learning opportunities were given the option to join.

The Student Cabinet has meetings on Wednesdays between lunch and lunch recess. There have been a few meetings since it started. Now here's a peek at what Student Cabinet is doing and how it's run with an interview featuring a Student Cabinet member:

Q: What is your name and grade?

A: Hi! I'm Layne Long, and I'm in 8th grade.

Q: Why did you join the Student Cabinet?

A: I wanted to get more leadership experience in the community, and I thought it would be fun to see how a Student Cabinet works.

Q: Can you tell us a little bit about how it functions?

A: There are meetings during lunch every Wednesday. You work with Ms. Malia and get to have an agenda and discuss events and plan activities. We're planning Theme Parade and Middle School Meeting activities. We have a few jobs, and switch around being second in command, taking notes and time keeper.

Q: What service learning opportunities has the Student Cabinet been given?

A: We are helping our community by prepping crafts and station items for the events we plan. Q:

And what decisions for our school community have you been given the chance to make?

A: We decide games and Middle School systems. We give a voice to the students. We bring new

ideas and plans to the Middle School.

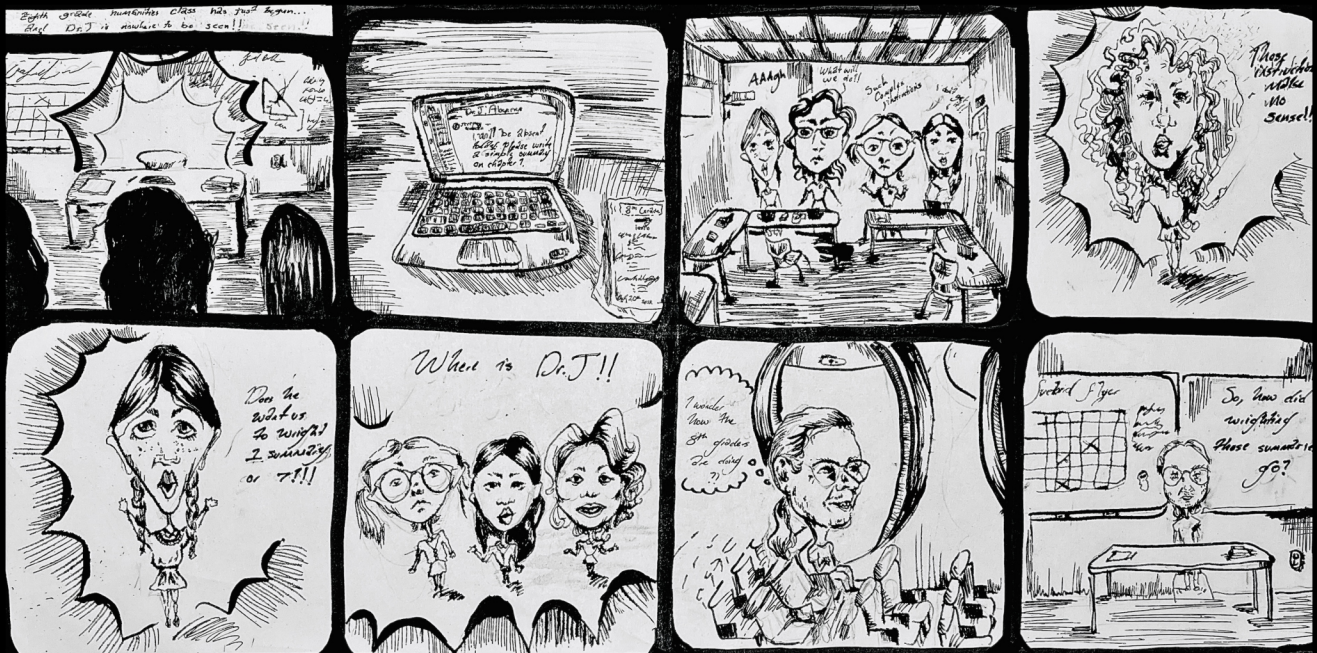
Well here you have it! This all-new Student Cabinet is on a roll.

The members are: Maia (7th), Elsa (7th), Anishka (7th), Lila (7th), Zora (8th), Layne (8th), Jojo (8th), Sophia (8th)



# SPECIAL CARTOON *(based on a true story)*

*Sophia Tames*



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